

Name _____

Decoding Strategy Chart

| | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Step 1 | Look for word parts (prefixes) at the beginning of the word. |
| Step 2 | Look for word parts (suffixes) at the end of the word. |
| Step 3 | In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned. |
| Step 4 | Sound out and blend together the word parts. |
| Step 5 | Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is this a word I have heard before?" Then read the word in the sentence and ask: "Does it make sense in this sentence?" |

Name _____

Dictionary Entry

Guide words — **each • eagle**

Entry word — **each** Every one of two or more things or persons thought of separately: *Did you speak to **each** child?* **Adjective.**

- Every one in a group: **Each** of us had a turn at bat. **Pronoun.**
- For each one: *The bananas cost a quarter **each**.* **Adverb.**

each (ēch) **adjective; pronoun; adverb.**

Pronunciation guide

eager Wanting very much to do something: *We were **eager** to get started.* **ea•ger** (ē'gər) **adjective.**

Syn. anxious

eagle A large, powerful bird that hunts small animals and fish. Eagles have sharp eyesight and strong claws. **ea•gle** (ē'gəl) **noun, plural eagles.**

Part of speech

Definition

Thesaurus Entry

Guide words — **look/new**

Entry word — **look** *v.* to see with one's eyes. *Look* at what I found.

Synonyms — **glance** to look quickly. The spy *glanced* over his shoulder.
peer to look closely. We *peered* through the window of the shop.
stare to look at for a long time with eyes wide open. Mac *stared* at me as though I were crazy.

Cross-reference — *See also see.*

loud *adj.* having a strong sound. The band was playing *loud* music.

noisy full of sounds, often unpleasant. Their apartment is located above a *noisy* street.

antonyms: *See quiet.*

M

make *v.* to bring into being. Maya *makes* her lunch every day.

build to create by putting together pieces. They *build* birdhouses in shop class.

Antonyms

Part of speech

Name _____

Genres

| Type | Key Characteristics | Examples |
|--------------------|---------------------|----------|
| Drama (Play) | | |
| Fable | | |
| Fairy Tale | | |
| Fantasy | | |
| Fiction | | |
| Folktale | | |
| Historical Fiction | | |
| Humor | | |
| Legend | | |
| Mystery | | |
| Poetry | | |
| Science Fiction | | |
| Short Story | | |
| Autobiography | | |
| Biography | | |
| Persuasive | | |
| Expository | | |

Name _____

Reading Interest Survey

Circle YES or NO to answer each question.

1. Reading is fun. YES NO
2. Reading is a good way to spend spare time. YES NO
3. I like having someone read aloud to me. YES NO
4. I learn from reading. YES NO
5. I read for fun every day. YES NO
6. Most books are long and boring. YES NO
7. I have several favorite books at home. YES NO
8. There should be more time in school for free reading. YES NO
9. I would rather watch TV than read. YES NO
10. I am a good reader. YES NO

Put a checkmark ✓ next to your answer.

| Check what you like to do. | Very Much | Sometimes | Very Little |
|----------------------------|-----------|-----------|-------------|
| Read about animals. | | | |
| Read adventure stories. | | | |
| Read funny books. | | | |
| Read magazines. | | | |
| Read about real places. | | | |
| Read about real people. | | | |
| Read newspapers. | | | |
| Read online articles. | | | |
| Read mysteries. | | | |
| Read fantasies. | | | |

Name _____

My To-Do List

Put a check next to each activity you complete.

Reading

- Pick a book to read.
- Read to a partner.

Writing

- Write in your Writer's Notebook.
- Correct Writing

Social Studies

- Collect facts about our country.
- Write 3 facts about your hometown.

Technology

- www.macmillanmh.com
- Listening Library

Word Study

- Sort words.
- Collect multisyllabic words.

Leveled Readers

- Choose a favorite book type.
- Write a summary of a book.

Science

- Find out about your school's safety procedures.
- Write about your choice for a class pet.

Independent Practice

- Reproducible page S43–S45
- Reproducible page S46–S48

Name _____

Writing Rubric

| ④ Excellent | ③ Good | ② Fair | ① Poor |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Focus | | | |
| The writer creates a cohesive story with carefully chosen details. | The writer relates a personal experience with adequate detail. | The writer relates a personal experience but may lose focus. | The writer does not share a personal experience. |
| Organization | | | |
| The writer grabs the reader's attention with a strong beginning and end. | The text has a recognizable beginning and ending. It presents ideas in order. | The writer presents the events in order but does not use time-order words. | The text has no clear beginning or endings. The sequence is hard to follow or confusing. |
| Ideas and Word Choice | | | |
| The text uses both challenging and everyday language in a natural way. | The text uses appropriate words and some colorful language. | The text uses words that are not precise or lack description. | The text uses words that are inappropriate for the purpose or audience. |
| Voice | | | |
| The writer shows originality and a strong personal message. | The writer makes an effort to share a message. Some attempts are more effective than others. | The writer tells a story in a predictable way. The writer shows a lack of personal involvement. | The writer appears detached from the experience and the reader. |
| Conventions/Sentence Fluency | | | |
| The text contains creative, effective sentences that flow smoothly and vary in structure. The text needs little editing. Most conventions are used correctly. | The text contains complete sentences that vary in structure. The spelling, capitalization, punctuation, and usage are mostly correct. | The text contains mostly simple sentences and few sentences with complex structures. The text has frequent errors that make it hard to read. | The sentences contain fragments and run-ons and are difficult to understand. The text repeats a lot of errors in spelling, word choice, punctuation, and usage. |
| Presentation | | | |
| The text is easy to read. The formatting improves the message. | The text is readable. The formatting supports the message. | The text is somewhat difficult to read. The format or spacing is not uniform. | The text is very difficult to read. The formatting hurts understanding. |

Name _____

Syllable Speed Drill

| | | | | |
|------|-------|------|-----|------|
| ing | un | ture | dis | com |
| im | ter | ment | er | der |
| ver | ble | tion | num | re |
| est | ple | de | ex | en |
| bout | per | tle | pro | dif |
| fore | fa | el | ful | pic |
| por | tween | hap | nev | ness |
| non | mis | ly | ic | less |
| lect | heav | sub | rep | semi |
| ma | mid | tend | pre | cial |

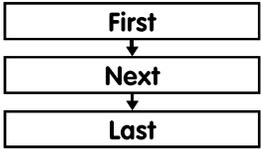
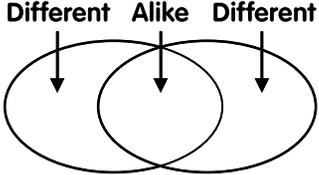
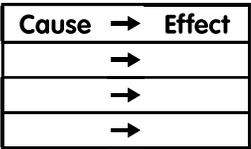
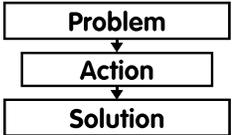
Name _____

Notetaking (Cornell Notes)

| Main Ideas | Key Words/Drawings |
|------------|--------------------|
| | |
| Summary | |
| | |

Name _____

5 Text Structures

| Text Structure | Signal Words | Purpose |
|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Description 1 _____ 2 _____ 3 _____ 4 _____ | such as, for example, for instance, most important, in front, beside, near | Often used in textbooks. The author defines or classifies information by describing its characteristics. |
| Sequence  | first, second, third, before, on (date), not long after, then, next, after that, finally, at the same time | Presents information in time order. |
| Compare and Contrast  | like, unlike, but, in contrast, on the other hand, however, both, also, too, as well as, just as | Show the similarities and differences between two subjects. |
| Cause and Effect  | therefore, so, this led to, as a result, because, if... then, consequently | Explains why or how something happens. |
| Problem and Solution  | therefore, so, this led to, as a result, because, if... then, consequently | Presents a problem or series of problems and offers solutions to solve them. |

Name _____

Description Writing Frame

Use the Writing Frame below to summarize the selection.

People are trying to help by _____

_____ .

First, they are _____

_____ .

This is important because _____

_____ .

They are also _____

_____ .

This is important because _____

_____ .

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this Text Structure.

Name _____

Compare and Contrast Writing Frame

Use the Writing Frame below to summarize the selection.

Both _____ and _____ are similar in many ways.

They are similar because _____
_____.

They are also similar because _____
_____.

In some ways, though, _____ and _____
are different.

They are different because _____
is _____.

So, _____ and _____ have both similarities
and differences.

**Rewrite the completed summary on another sheet of
paper. Keep it as a model for writing a summary of an
article or selection using this Text Structure.**

Name _____

Cause and Effect Writing Frame

Use the Writing Frame below to summarize the selection.

Many of our Earth's animals are in danger. There are several things we can do to help them.

We can _____
_____.

The effect of this is _____
_____.

We can also _____
_____.

The effect of this is _____
_____.

In addition, we can _____
_____.

The effect of this is _____
_____.

Therefore, it's important to help Earth's animals so that they _____
_____.

Name _____

Problem and Solution Writing Frame

Use the Writing Frame below to summarize the selection.

Most inventions solve problems. Here are some examples.

One problem was that _____
_____ .

This problem was solved when _____
_____ .

Another problem was that _____
_____ .

This problem was solved when _____
_____ .

Another problem was that _____
_____ .

This problem was solved when _____
_____ .

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this Text Structure.

Name _____

Sequence Writing Frame

Use the Writing Frame below to summarize the selection.

The first step in making a _____ is to _____

_____.

After that, you must _____

_____.

Third, you need to _____

_____.

Finally, you _____

_____.

Rewrite the completed summary on another sheet of paper. Keep it as a model for writing a summary of an article or selection using this Text Structure.

Name _____

Comprehension Passage: Summarize

Read the passage. Then complete the questions.

Ben Franklin

Ben Franklin invented many handy objects. We can say that Ben invented swim fins. We can also say that Ben invented mail routes. In the old days, mail came in many different ways. Ben's routes were fast, and mail always came the same way. We still use many of Ben's mail routes today.

Ben Franklin also remade many old objects, so that they worked better. Flames in lamps make smoke. Smoke would get trapped inside and make glass lamps gray. Ben made a lamp that let the smoke escape. In Ben's lamp the glass stayed clean. We can say that Ben reinvented the old lamp in a better way.

Ben had strong work habits. Ben did not sleep late and he went to bed early. His habits made him feel good and allowed him to accomplish a lot. Ben was a good and smart man.

1. Underline the first sentence in each paragraph. This sentence is the topic sentence of each paragraph.
2. Circle two important details in each paragraph.
3. Now write a summary of Ben Franklin's contributions.

Name _____

Comprehension Passage: Visualize

Read the passage. Then complete the questions.

The Toad

I went to my little yellow rowboat. An old toad saw me. “It is midday. I need to eat!” he croaked. “Let’s go!” I told him. I began to row.

Suddenly, we saw a glow on a small hilltop. Large golden bowls sat on the land. We rowed over. We saw a bowl of hot roasted nuts. We saw a bowl of green beans. We saw a bowl of ripe blackberries. We saw a loaf of warm bread. We ate and ate! We did not stop. We had cold juice to complete the feast. When we finished, we were full.

“Mmm!” I said.

“Mmm!” croaked the toad.

What a daydream! Will the toad be in my dreams when I go to bed? I hope so!

1. Underline the descriptive words and phrases in the first two paragraphs, such as *little*, *yellow*, and *old*.
 2. Circle the words that describe the place in the second paragraph.
 3. Now write what you pictured in your mind when you read the first two paragraphs.
-

Name _____

Comprehension Passage: Generate Questions

Read the passage. Then complete the questions.

Cubby's New Pals

It was sunset. The sun was dropping in the sky, like a big red ball. Cubby was eating his supper. The silky wolf cub was sad. He wanted the kids to return to the woods.

“They seem so sweet,” he said, “and it is very neat that they can speak to us.”

“Yes,” said Mom. “If kids trust us, we help them.”

“Will we see them soon?” asked Cubby. His eyes gleamed.

“They usually come on the weekends,” said Mom. “Now eat your dinner. It is time to sleep.”

1. Underline the words or phrases that tell who or what the selection is about.
2. Write what you know about wolf cubs.

3. Now write the questions you asked as you read the story.

Name _____

Comprehension Passage: Make, Confirm, Revise Predictions

Read the passage. Then complete the questions.

A Box of My Own

Herb was the third of five kids. They lived in the smallest house on the block with their mom and dad. They had a dog, cat, and bird. Herb was never bored.

“I wonder what it would be like to have a room of my own?” Herb sighed.

“Herb!” called Mom from the kitchen. “We had to get a new fridge today. It is taller than the old one. Will you put the box out on the curb?”

Herb perked up. “May I have it?” he blurted. “I can set it up under the shadiest tree. I’ll hang my drawings on the wall. I’ll put a *Do Not Disturb* sign on the door. I’ll read books in peace and quiet.”

“Superb!” said Mom. “A box of your own is a perfect hideaway!”

1. Read the first paragraph. Write why you think Herb is never bored. _____
2. Read the third paragraph. Write what Herb might do with the big box? _____
3. Underline the words or phrases that explain what Herb did with the box.

Name _____

Comprehension Passage: Make Inferences

Read the passage. Then complete the questions.

Cicily's Pictures

Cicily looked around the park. A mist hung low touching the trees. "What a change," said Cicily. "This looks like the warmest day we have had so far."

In front of Cicily was a tree with a bird making a giant nest. "This looks like the pigeon nest on our ledge at home in the city. Birds are smart," she said.

"Some birds are smarter than others. Some make their own nests while some don't know how," said Dad. "You should take pictures of some of the amazing nests you see in the park and in the city."

"I did!" Cicily pulled some pictures out of her bag. "Which one do you think is nicest, the pictures of the park or the city?"

Dad looked at all of the pictures. "I think the park pictures are nicer than the pictures of the city because of the ancient trees."

"I think so too," said Cicily. "This picture won me a prize in school."

1. Read the first paragraph. Write where you think Cicily lives. Underline the words that give you clues.
2. Which picture won Cicily a prize? How do you know?

Name _____

Monitor Comprehension

Read the passage. Then complete the questions.

Look! A Flying Bag!

“Look!” said Joseph. “I will hold this paper bag over the fire. When I let it go, it will fly!”

“I think you are crazy!” said a man in a black hat. “A bag cannot fly!”

Joseph held the open bag over the fire. When he let it go, it flew into the air. Every man in the room gasped. They were all amazed.

“It is a trick,” said the man in the black hat.

“No,” said Joseph. “It is a fact that a bag of hot air can fly. One day, men and women will fly in balloons.”

1. How does the man in the black hat feel about the experiment?

2. How does Joseph feel about the man’s reaction?

3. How do you think the man in the black hat will respond to Joseph’s last comment?
